

CHAPTER V

CONCLUSIONS & SUGGESTIONS

This chapter is the last chapter of the study. This chapter offers two explanations, a conclusion, and a suggestion. The conclusion is intended to summarize the research paper and determine whether the research questions were answered. The suggestion contains some advice for students, teachers, and future researchers.

A. Conclusions

The conclusions of this study are deduced from the analysis and findings of the two provided research questions: (1) What are the cognitive, affective, and psychomotor aspects of students' ideas in their English drama project journals? (2) How do students perceive English drama as project-based learning in the perspective of Bloom's learning domains? The following points summarize the research findings and discussion in the preceding chapter.

To start off, the cognitive, affective, and psychomotor aspects of students' ideas in their English drama project journals are explored by using document analysis and interviews as the instruments. Based on the data collected from analysis documents and interviews, the findings show that the cognitive, affective, and psychomotor aspects are present in the journal written by students during an English drama project. The findings revealed significant evidence of students' engagement in the cognitive, affective, and psychomotor activity during the project. The analysis of journals from the three participating students in the drama project demonstrated that, despite playing different roles, they all actively engaged in cognitive, affective, and psychomotor activities. This illustrates how each aspect of Bloom's learning domain is included in each drama project activity.

Furthermore, students' perception of English drama as project-based learning in the perspective of Bloom's learning domains is explored by using a questionnaire as the instrument. There are a total of 22 questionnaire items containing three aspects, including cognitive, affective, and psychomotor aspects, in this study. Based on the findings and discussion in the previous chapter, it can be concluded that the student's perception of English drama as project-based learning

in the perspective of Bloom's learning domains is positive. Students' perceptions of English drama as project-based learning strongly suggest that this teaching method significantly increases their cognitive, affective, and psychomotor development. From a cognitive perspective, students recognize how English drama advances their language, research, and problem-solving abilities while fostering intellectual growth. In the affective domain, students experience a profound sense of enjoyment, self-confidence, and motivation, which adds to their general positive attitudes and excitement for the subject. Moreover, students demonstrate rapid reflex movements, physical warm-up activities, and refined perceptual and skilled movement abilities in the psychomotor domain. This illustrates how English drama, as a project-based learning, assists students in developing physical skills and adaptability.

B. Suggestions

Referring on the conclusion of the initial investigation, this study proposes the following recommendations:

1. For English teachers

English teachers should consider promoting drama-based learning in their classrooms, recognizing its potential to improve language teaching significantly. English teachers must also maximize their role as facilitators and supervisors to encourage students to actively participate, express themselves, and collaborate within a supportive drama-based learning framework to maximize the advantages of project-based learning in the English classroom. English teachers play a critical role in promoting a good attitude toward language instruction by providing an atmosphere where students may enjoy learning.

2. For future researcher

This study show that students engage in the cognitive, affective, and psychomotor activity during the English drama project. This study also show that students have a positive perception toward the English drama project. For future researchers, there are many opportunities to contribute to the field of English drama as project-based learning. The researcher suggests that future researchers conduct quantitative studies to measure the impact of drama-based learning on language

proficiency, critical thinking and problem-solving skills, self-confidence, and so on. Use standardized assessment tools to provide quantitative data.

